DOCUMENT RESUME

ED 292 729 SO 019 024

TITLE	Educator's Guide to Perspectives.
INSTITUTION	Procter and Gamble Educational Services, Cincinnati, OH.
PUB DATE	88
NOTE	10p.; For other units in this series, see SO 019 025-032. Illustrations may not reproduce clearly.
AVAILABLE FROM	Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 ($1.95); complete series, $9.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Economics; Instructional Materials; *Primary Sources; Secondary Education; Social Studies; Teaching Guides; *United States History
IDENTIFIERS	National History Day

ABSTRACT

This teaching guide was designed to implement eight teaching units based on specific events or periods in history. The learning packet was developed to give educators and students a view of the parallel growth of our country and its business and industry. The guide presents: (1) an overview of each of the teaching units; (2) guidelines for using the primary source materials; (3) a discussion on using each unit to teach economic concepts as a key to historical events; (4) a discussion on expanding the perspectives concept; and (5) information on National History Day 1988 and developing National History Day projects. Each of the units was developed by social studies educators and field tested by: (1) quantitative testing; (2) qualitative analysis; and (3) review by professional educators. The document concludes with a list of resources for locating primary source documents. (SM)

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EDUCATOR'S GUIDE TO PERSPECTIVES

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Perspectives
From Procter & Gamble Educational Services

Now includes suggestions for National History Day Projects
see page 6

EDUCATOR'S GUIDE TO PERSPECTIVES

What are Perspectives?

Perspectives are teaching units based on specific events or periods in history. These are designed to supplement textbooks in history, government, economics and sociology classes in grade 7-12. Their objective is to give educators and students a personal glimpse of the parallel growth of our country and its business and industry.

The Perspectives units bring history to life by talking about real people working in a real company. These units do not attempt to cover all aspects of an event or period—just one slice as experienced by one U.S. company and its people.

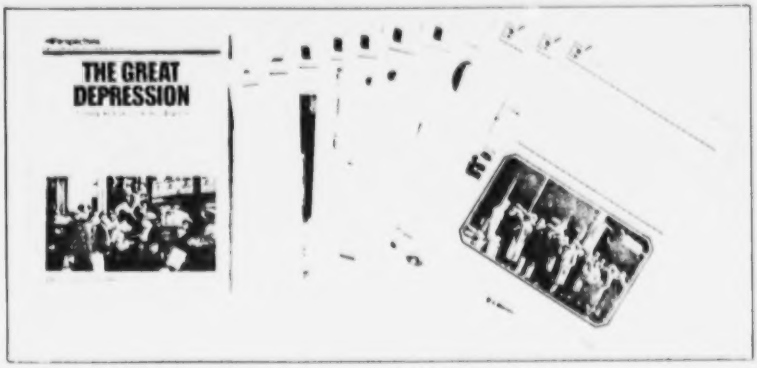
These "you are there" experiences present a personal view of history that differs dramatically from the sometimes cold, expository statements of events normally found in history texts. Teachers tell us they value this insight and personalized approach. They welcome the opportunity to make more relevant to their students events that may otherwise seem far removed from the time and circumstances in which we live.

Unit Content

Packaged in a convenient file folder format, each self-contained, easy-to-use unit contains:

- facsimiles of primary source documents
- teacher background information

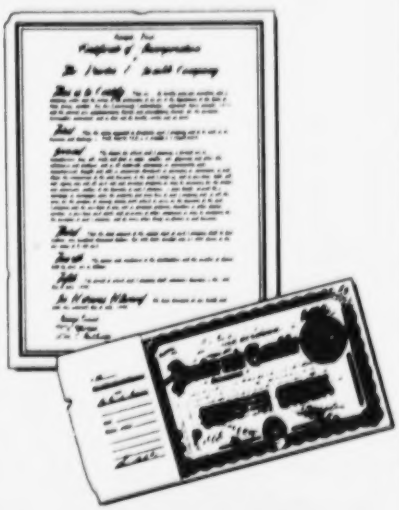
The series of Perspectives units featuring primary source documents.



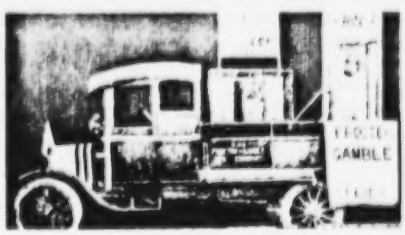
- teaching objectives and procedures
- case study development of cognitive skills
- examples of economic concepts in action
- vocabulary building exercises

Eight Perspectives units are available.

From Cottages to Corporations, A Case Study in American History, looks at how the early growth of commerce paralleled the growth of our country. It focuses on America in the 1800's and cites the beginnings of one corporation - Procter & Gamble - as a way of encouraging students to look at the growth of companies in their areas as one measure of history. It features three student activities and primary source documents including a partnership agreement, stock certificate, and certificate of incorporation.



World War I, How a U.S. Corporation Responded, talks about the "home front" activities in the U.S., particularly some of the ways one segment of society, business, responded to the war effort. The unit features student activities and five primary source documents including a War and Navy Department certificate, an employee bulletin board notice, a poster for the Red Cross War Fund Drive, a personal letter from William Cooper Procter, and an advertisement of the period.



The Great Depression, Coping with an Economic Disaster, will help give students a picture of the conditions that existed during the Depression and how one business tried to cope with the crisis. The unit features a simulation exercise in which students face three specific economic problems common to business during this time, then compare their decisions with those made by a major corporation. Primary source documents in this unit include company memos to employees, a grocery store poster, and newspaper ads of the early 1930's.

Reflections of History, Customs, Styles, Language and Interests as Seen Through the Advertisements of Five Periods, looks at the advertisements of the 1890's, 1910's, 1920's, early 1940's and the early 1950's. This provides an interesting and novel way for students to find out more about the customs, styles, language and interests of past times. For as needs, wants, styles and customs change, advertising reflects it all, offering new insights into everyday people and life in America.

The Civil War, Its Impact on a Border Community, focuses on how the war affected citizens, cities and commerce, even where there was no fighting. Students become involved as "historians" attempting to discover the impact of the Civil War on cities where no battle was fought. The clues they need are contained in copies of primary source documents dating from the early 1860's: e.g., newspaper clippings, articles of agreement with military commands and photographs. This same approach can be used in researching other stressful times in parts of the country not touched by the Civil War.

Coping With Growth (Industry in the Late 1800's...The Human Factor). concentrates on attempts by some business leaders to bridge the owner/employee gap brought on by the great growth of business and industry in the late 1800's. Students in fact are instructed to take over the leadership of a firm that has had 14 strikes in one year.

As they attempt to close the gap between their company and its employees they will have an opportunity to compare their solutions to the well documented approach taken by an actual company in those troubled times.

World War II, A War on All Fronts, recalls how America's industrial might helped win our first global war. Students will learn how U.S. business and industry adapted to changes in American life caused by the war. They will be able to use the information gained by examining primary source documents to illustrate the role of business during war time. This unit like most of the Perspectives units can be adapted for local studies by adding similar experiences for local companies.

International Operations, New Markets Abroad, demonstrates that cultures, customs, laws, traditional work habits, as well as product preferences, have to be considered wherever a company operates. Students go on a world tour as they assume the role of managers of a U.S. business in Canada, the United Kingdom, Germany, the Philippines, Saudi Arabia, Mexico and South America. At each location they are presented with situations that need management solutions. Other activities set up role-playing situations in Japan and Saudi Arabia. Students will gain a heightened sensitivity to the needs and wants of other peoples and the importance of differing cultural needs and practices.

Using the Primary Source Materials in Perspectives

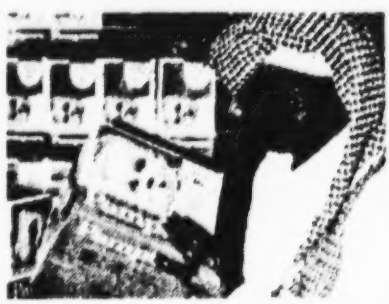
The Perspectives units feature the use of primary source documents—copies of letters, documents, memos, photographs, newspaper articles—"testimony" which originated during the specific event or period featured.

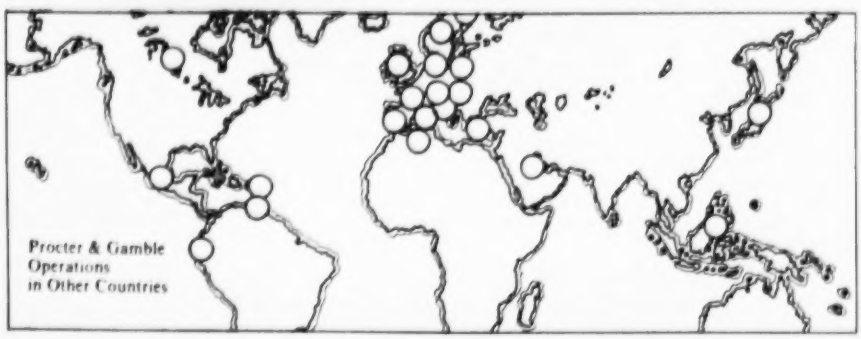
Some of the units also carry accounts about an event or period that were written later, in a different era—secondary sources.

In working with the Perspectives units, students will be asked to gather information from the primary and secondary sources (documents) provided.

The following questions may be helpful to use with students as they review the documents:

1. What is the document?
2. When was it created?
3. Who produced it? Who used it (or to whom was it directed)?
4. Why was it produced?
5. Is it a primary source or a secondary document? Why?





As students begin to read and study documents, you might ask:

1. What facts does the document present?
2. What did the originator of the document intend?
3. What could the receiver of the document conclude from it?
4. What general statement can be made about the document?

Using Perspectives to Discuss Economic Concepts as a Key to Historical Events

Among the many ways in which to enrich the study of history are the allied investigations of the intra-dependence of our shrinking world and the roles culture, geography and politics have played in shaping historical developments. Similarly, a review of basic economic concepts in the context of various historical periods can provide clues to the how and why, as well as the what, when and where of historical events.

The Perspectives Series I & II provide a case history approach to the discussion of watershed periods of our country's history. Each unit contains an example of one or more economic concepts as "played out" through the experience of one company. For example:

Perspectives Series I

From Cottages to Corporations can be used in developing an understanding of the following economic concept: *Decreasing costs increase profits and motivate businesses, large and small, to make decisions about their own affairs.* While these thousands of individual decisions are often unrelated they can, and have, contributed to such benchmarks of American History as the growth of cities, major industries and transportation networks.

This unit will also give you an opportunity to explain another economic concept: *decreases in cost can increase profits and create incentives for people to produce more.*

World War I can be used to probe this economic concept: *Government intervention alters opportunities available to businesses, large and small. Such intervention presents businesses with a new set of reasons (incentives or disincentives) to make additional decisions.*

The economics implied here concern:

—the nature of government's ability to influence how a company and the nation as a whole use available resources
—the relationship between available profits and the decisions made by producers
—businesses' wartime production of goods and services with fewer resources, i.e., labor, raw material, machinery, etc.

The Great Depression can be used in helping students understand the following economic concept: *Major economic events, (i.e., a depression) can force everyone (producers, buyers and sellers) to alter previous decisions about the best means to achieve desired ends.* How one corporation coped when confronted with the adversity of a depression serves as a case study of the types of economic and citizenship decision-making challenges which face virtually all producers in a time of economic difficulties.

Reflections of History can be used to examine this economic reality: *Sellers of goods and services must make decisions concerning advertising based on their perceptions of the most effective and efficient manner in which to communicate with potential buyers to stimulate sales.*

Perspectives Series II

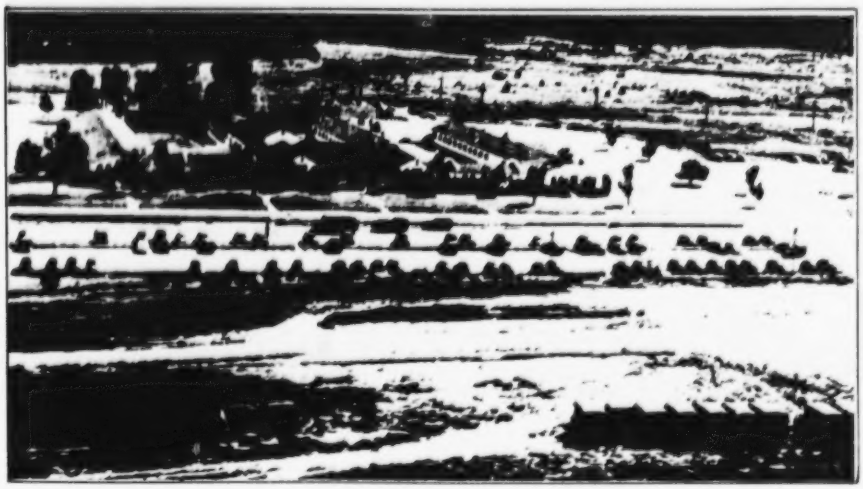
The Civil War can be used to discuss this economic fact of life: *In order to substantially increase its purchases of war-related goods and services, a government must effect a substantial transfer of like goods and services away from the private sector (business and consumer consumption) to the public sector (governmental consumption - national, state and local).*

Coping With Growth provides an opportunity to analyze this economic concept: *Growing consumer markets encourage a company to invest in the expansion of its production capacity.* The growth of the railroads opened new and larger markets and created an incentive for business to develop products to serve those markets. This, in turn, led to newer, larger and more sophisticated machinery and the specialization of worker assignments to lower the cost of each unit produced (increased productivity) and justify a lower selling cost to consumers.

World War II can be used to develop an understanding of the following economic concept: *Basic resources can be applied to many different uses. In most cases consumers ultimately determine the use to which resources are put through their "votes" in the marketplace. During wars and other emergencies, however, the government often provides incentives for resources to be used in different ways.*

This unit also presents the opportunity to review the concept that *consumption of consumer goods and services decrease during the time of war to permit increased consumption by the government.* These concepts are also illustrated in Perspectives units on The Civil War and World War I.

International Operations can be used in developing student awareness of a number of economic principles or realities which are implicit in this unit's student activities. For example, *sensitivity to the social and cultural needs of workers and a country as a whole can be as important to the success of an enterprise as the price, quality and effectiveness of its product.*



NATIONAL HISTORY DAY 1988
SUGGESTED PROJECTS BASED ON PERSPECTIVES
Theme: Frontiers in History: People, Places, Ideas

FROM COTTAGES TO CORPORATIONS
Frontiers in Commerce and Transportation: From Canal, to Steamboat, to Railroad
Frontiers in Labor: Women and Children in the Factories
Frontiers in Manufacturing: From Craftshop to Factory
Frontiers in Manufacturing Technology: Spinning and Weaving in the Textile Mills
Frontiers in Business: Corporations, Management, Professionals

THE CIVIL WAR
Frontiers in Technology: Northern Urban Manufacturing vs. Southern Rural Agriculture
Frontiers in Warfare: The Automatic Rifle
Slavery on the Western Frontier?
Draft Riots: Urban Frontiers and Race Relations

WORLD WAR I
The War Industries Board: Frontiers in Business-Government Cooperation
Frontiers in Female Labor: Women in the Munitions Industry
George Creel and Frontiers in Public Information and Wartime Propaganda
New Frontiers in War Finance: War Bonds
Frontiers in Aviation

THE GREAT DEPRESSION
Frontiers in Social Welfare: Social Security and Unemployment Insurance
Frontiers in Industrial Planning: National Recovery Administration
Frontiers in Labor Strategy: The Flint Sit-Down Strike
Frontiers in Fine Arts: The Federal Theater Project

WORLD WAR II
The War Labor Board: Frontiers in Labor-Management Relations
The War Manpower Commission
Las Alamos: Frontiers in Science and Warfare
Office of Price Administration: Frontiers in Price and Wage Controls

COPING WITH GROWTH
Frontiers in Industrial Regulation:
- The Sherman Antitrust Act (1890)
- Factory Safety Laws
- Child Labor Laws

Frontiers in Unionization

NATIONAL HISTORY DAY PROJECTS

Perspectives can provide an excellent starting point and a key resource for developing history fair projects. National History Day, an annual nationwide competition, has as its theme for 1988 the topic "Frontiers in History: People, Places, Ideas."

Individual students or groups of students (up to five) are encouraged to explore the 1988 theme in depth by selecting a related topic. They may engage in original research and present their information and interpretations in the form of a historical paper, table-top project, live performance, or media presentation.

History Day entries are judged at local contests by professional historians. Projects are judged in two categories: juniors (grades 6-8) and seniors (grades 9-12). Top winners qualify for advancement to a state competition and then to a national event. The national contest will take place June 12-16, 1988 at the University of Maryland—College Park.

For contest rules and the name of your state coordinator for National History Day, write: National History Day, 11201 Euclid Avenue, Cleveland, OH 44106.

Expanding the Perspectives Concept

The primary source material contained in Perspectives is offered as a starting point for studying the role of business and the industrial sector. A number of refetences are listed here as a next step in locating other business related primary source documents.

An initial step is to identify businesses, especially local ones, with an archives or other collection of documents. You could start with some of the well-known older firms in your area. When contacting a company about locating primary source material, it is a good idea to keep some guidelines in mind:

1. *Have a general idea of what you are seeking:* material from a particular time period (e.g., World War I); a photograph or company record; or other information to help your local contact locate an appropriate primary source.
2. *Write or speak to the Corporate Archivist (if there is one) or the person in charge of historical documents in the company.* This person might also be a Corporate Librarian, or part of the Public Relations or other Communications Department. Requests in writing, clearly outlining the need and intended use for material, are usually easier to process.

Some companies may not have corporate archives or an organized collection of primary source documents; others may not permit use of the material for a number of reasons. The head of a family-owned or managed company may have interesting primary source material tucked away in a personal collection that he or she is willing to share. It is a good idea to check ahead of time, before encouraging students to work on some of the expanded activities contained in the Perspectives units.

If local businesses do not yield a supply of material, there are alternative sources, both local and national. Local historical societies, libraries, and state and municipal records archives may contain business documents—photographs, ledger books, maps, scrapbooks, correspondence and other items. Public libraries are another source, with back issues of popular magazines, newspapers and other periodicals.

The following list is provided to help you identify potential resources for business history. Many of the directories listed here can probably be found in your public library, or contact the organization directly for current information on the availability and price of the source listed.

Resources for Locating Primary Source Documents

Directory of Archives and Manuscript Repositories in the United States, 1978. National Historical Publications and Records Commission. National Archives, Washington, D.C. 20408

A geographical listing that includes user information, availability, a brief description of holdings, and a contact person at each location.

Directory - Historical Societies and Agencies in the United States and Canada, Twelfth Edition. Tracy L. Craig, editor. American Association for State and Local History, 708 Berry Road, Nashville, Tennessee 37204.

Also geographically organized, this directory lists major programs'user information, and dates/periods for which material is available.

Directory of Business Archives in the United States and Canada, 1980. Society of American Archivists. 600 S. Federal Street, Suite 504, Chicago, Illinois 60605.

Contains a brief description of holdings at known locations as well as information on access and use restrictions, and a contact person.

Million Dollar Directory, 1984. 3 volumes. Dun & Bradstreet (includes geographical index of businesses). Dun's Marketing Services, 3 Century Drive, Parsippany, New Jersey 07054.

A business reference to help locate specific companies in your area.

Experiments in History Teaching. Harvard-Danforth Center for Teaching and Learning. Harvard University, Cambridge, Massachusetts 02138. 1977.

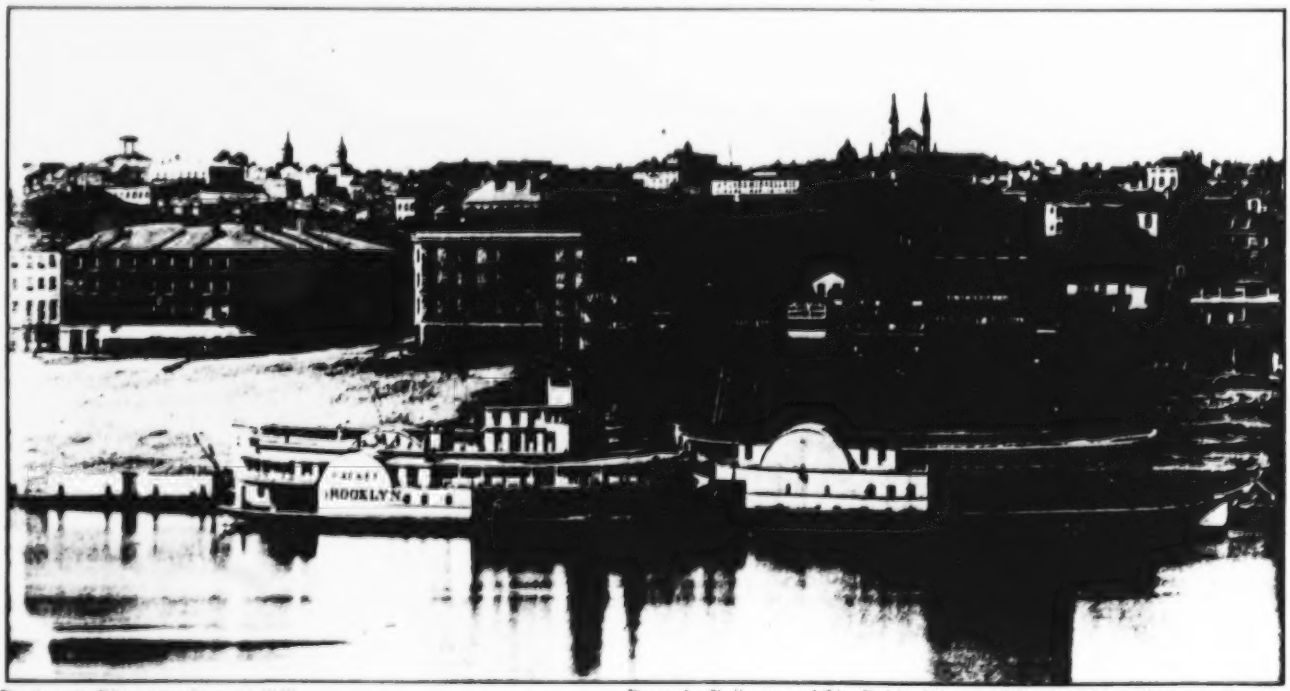
A collection of classroom experiences for more than 75 New England history teachers on five topics: "Cultural Artifacts," "Community History," "Personality in History," "History from the Bottom Up," and "Quantifying the Past."

National Archives Education Division - National Archives, Washington D.C. 20408. Offers a series of supplementary American History Units on World War I, World War II, The Great Depression, and The Civil War.

"Document of the Month" feature, *Social Education,* published by the National Council for the Social Studies, 3501 Newark St. N.W., Washington, D.C. 20016.

A regular monthly feature in this periodical, published eight times a year, using documents from the National Archives to suggest teaching activities.

Old Sturbridge Village, Sturbridge, Massachusetts, 01566. Publishes a variety of materials: newsletter, teaching resources, and an annual almanac to assist teachers in integrating museums, historical documents, and other community resources into the curriculum.



Cincinnati, Ohio waterfront in 1848

From the Collection of The Public Library of Cincinnati and Hamilton County.

About the Development and Testing of Perspectives

The Perspectives units were developed by social studies educators and field tested with favorable results using three methods:

1. Quantitative testing, in which several hundred secondary level social studies teachers actually used the units in class and provided a written evaluation;
2. Qualitative analysis, including classroom observation of the materials in use by trained social studies consultants, as well as focus group interviews;
3. Suggested revision of the field material to its present form by professional educators who adapted the results of the above.

Project Advisors

Advisors who assisted in the development of each Perspectives unit are listed on the individual units. The written field test evaluation of Perspectives was developed and the results summarized by the National Council for the Social Studies, Washington, D.C. Nancy Steinbach was Project Director.

NCSS also convened teacher advisory committees to test each unit. These teachers used the materials in class before submitting revisions for the units and suggestions of information to include in this leaflet. Members of this committee for Perspectives Series I included:

Lois W. Bayne, Baltimore (MD) City Schools; Judith R. Elliott, Fairfax County (VA) Schools; James A. Johns III, Baltimore County (MD) Schools; Elaine Mentzer, Baltimore County (MD) Schools; Robert Tomback, Baltimore County (MD) Schools; Jane Vandora, Baltimore City (MD) Schools; Jeff Walls, Falls Church (VA) City Schools.

Members of the committee for Perspectives Series II included:

Joanne Alexander, Fairfax County (VA) Schools; Julia Gentry, Prince William County (VA) Schools; Sondra Gray, Anne Arundel County (MD) Schools; J. George Kropp, Archdiocese of Baltimore Schools; Geraldine Landis, Fauquier County (VA) Schools; Jean Mueller, Fairfax County (VA) Schools; Frederick Seward, Culpeper County (VA) Schools; F.J. Singles, Jr., New Castle County (DE) Private Schools; Robert Tomback, Baltimore County (MD) Schools; Delores Windt, Fairfax County (VA) Schools; and Linda Yienger, Baltimore County (MD) Schools.

Suggested discussions and revisions for using Perspectives to discuss economic concepts in an historical context were developed by: Dr. Robert J. Highsmith, Director of Research, Joint Council on Economic Education, N.Y., and Dr. George Vredeveld, Director, Greater Cincinnati Center for Economic Education.

To order the Perspectives units, contact:
Procter & Gamble Educational Services
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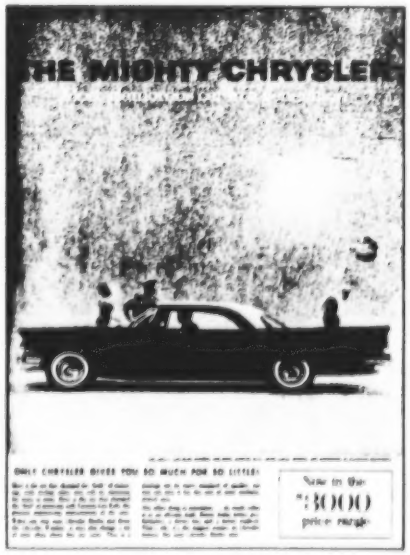

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